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This report presents a narrative and evaluative description of the operations of South Central Educational Service Unit's (SCESU) pupil personnel services, serving 36 secondary schools in southern Indiana. The main topics discussed include: (1) the history of SCESU's mobile counseling services, (2) a description of the geographical area, (3) the development of procedures prior to, and during, the presence of the mobile counseling center at a particular school, and (4) the feedback procedures utilized. A summary is given of pupil personnel services in the mobile counseling center. Discussed are the impact of mobile counseling units and psychometric services and an evaluation thereof. A summary of recommendations and comments from the overall evaluation is followed by examples of evaluation instruments. This program was funded under a Title III Elementary and Secondary Education Act grant. (BP)

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PUPIL PERSONNEL SERVICES PROGRAM

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INTRODUCTION

The following report represents an evaluative and narrative description of the operations of South Central Educational Service Unit's Pupil Personnel Services during the 1967-68 year. This project was funded under the provisions of Title III of the Elementary and Secondary School Act of 1965 (Public Law 89-10) and served a school population contained in thirty-six secondary schools within a nine-county area of southern Indiana. Discussed in the technical report related to the Four-County Consortium for 1966-67 were such topics as: a statement of purposes and goals of the project; a history of the projects operation; a description of the geographic area and the student population; an outline of operating procedures for 1966-67; a statistical report related to the projects operation; and evaluations and recommendations.

The report which follows will be an extension of the Four-County Consortium data and includes the evaluation materials from the first year of operation as a part of SCESU. At the time of this incorporation, the mobile counseling service was extended to include (9) nine counties and (36) thirty-six schools.

STATEMENT OF PURPOSE

The demand for skilled, technical and professional workers in the labor force and society in general has tended to emphasize the need for the optium development of human potential and resources. Since many schools in southern Indiana are marginally staffed with professional counseling and guidance staff necessary to complement the administrative and instructional staff, a supple-

mental Pupil Personnel Program was implemented. The major goals of the Pupil Personnel Service were:

1. To provide supplementary counseling and guidance services in the nine-county area of rural southern Indiana.

2. To expose students, instructors, and administrators to a model counseling and guidance program which would create the impetus for expanding counseling and guidance programs in the area.

3. To provide secondary school children with assistance in developing more adequate vocational, educational and personal plans for their future.

4. To provide parents, teachers and other adults of the area served by the Mobile Unit with additional assistance in understanding and making educational provisions for individual children.

5. To provide more adequate facilities so that a good environment for guidance and counseling services will be available for individual children.

6. To provide an example of how an area with limited guidance and counseling programs can have excellent facilities and services which are within the range of the financial resources of schools who form a consortium for such purposes.

THE HISTORY OF SCESU'S MOBILE COUNSELING SERVICES

The concept of providing guidance services utilizing mobile facilities in areas which are predominately rural was developed jointly by Dr. William D. Martinson and Dr. Bob B. Winborn of the Indiana University Counseling Center. Martinson and Winborn felt that the envisioned four-county area, because of geographic and economic limitations were unable to provide adequate personnel and facilities to initiate an adequate counseling and guidance program. Therefore, a mobile unit staffed with professional personnel and containing exemplary facilities was needed to supplement those programs

already in existance.

Since the success of the proposed idea depended upon cooperation between the university and public school administrators within the immediate area, Martinson and Winborn approached Dr. Dan Schafer, Superintendent of the North Lawrence Community Schools about the feasibility and need for a supplemental counseling and guidance program. Schafer approved and then contacted other superintendents in the area. The superintendents of school districts in Orange, Martin, Washington Counties and all of Lawrence County, felt the program represented a welcome supplement to their existing programs and agreed to join the project. They chose to call it the Four-County Consortium.

The Four-County Consortium Project was well received by the administrators of the respective counties who then, with Dr. Martinson and Dr. Winborn as consultants, outlined the organizational and functional structure for the proposed "mobile unit" project.

Dr. Schafer was designated as the project administrator. Winborn and Martinson were appointed as co-directors in charge of staffing the project, designing the physical facilities which would accommodate both professional staff and necessary materials, and finally providing the supervision for the total operation.

The final proposal for the guidance consortium was submitted for consideration to the United States Office of Education on November 8, 1965. Following acceptance by the Office of Education, the project directors proceeded to purchase the necessary equipment and to employ the professional staff to start operations February 1, 1966. Immediately, members of the staff contacted the liaison person in each school.* Members of the "mobile unit" staff

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* Technical explanations regarding liason personnel contained in 1965-66 Annual Report.

and the respectiveliaison person in each school worked out the operational details for such things as selecting sites to park the "mobile unit" and the techniques to be used to inform students, teachers, and parents about the services to be provided by the new project. The technical arrangements were completed and operations were initiated for the duration of the 1965-1966 school year. The project continued to operate effectively as the Four-County Consortium during the 1966-67 school year.

In 1967-68 the concept of mobile counseling services as described in the above section was provided for the thirty-six secondary schools in the nine counties served by the South Central Educational Service Unit. Since the four counties being served by the Four-County Consortium were also being served by SCESU, it was decided to merge the mobile counseling service with the operational program of the South Central Educational Service Unit. Furthermore, South Central Educational Service Unit implemented the concept of mobile counseling centers by securing three additional units to provide counseling services for the additional nineteen secondary schools in the area.

DESCRIPTION OF THE GEOGRAPHIC AREA

The geographic area of SCESU's Pupil Personnel Service included Orange, Washington, Martin, Lawrence, Jackson, Perry, Harrison, Crawford, and Daviess. These counties were predominately rural in nature and somewhat removed from large urban areas. Many of the students who inhabited this region lived on small farms or in relatively small crossroad communities. The preceding contentions were supported by an examination of the 1960 United States Census statistics which revealed that almost two-thirds of the population was rural and that the largest city within the four-county area was Bedford with a

population of 13,024 in 1960.

The 1960 Census Report also indicated the educational level of the male and female population twenty-five years and older ranged from a median of 8.7 to 9.8 years of school completed. This was compared with 10.8 median years of school completed by persons twenty-five years or older for the entire state of Indiana.

DEVELOPMENT OF PROCEDURES

In view of the fact that procedures developed for the Mobile Counseling Center during the spring of 1966 and the school year 1967-68 have been explicated in an earlier report, only those procedures utilized during the academic year 1968-1969 will be discussed here. More specifically, this section of this report focuses upon procedures developed and used prior to the arrival of the Center at each school; basic procedures utilized while the Center served a particular school; and finally, communication and feedback procedures utilized relative to the administrative, counseling, and teaching personnel at each school.

The existing Mobile Counseling Unit consisting of (1) a ten foot by forty foot trailer containing three counseling offices, occupational and educational information files, two testing booths, a reading room and a reception area, (2) a two ton truck, (3) the office equipment, (4) library materials, (5) test files, and (6) electrical equipment, was utilized as one of the mobile units for the Educational Service Center. Three additional trailer-offices were purchased which would be ten foot by thirty-six foot trailers containing two counseling offices and the other provisions of the

existing unit.

The four units were assigned to the various schools on a rotational basis with the three-counselor trailer plus an additional two-counselor trailer being assigned to the existing Four-County Consortium schools and the two other units serving the nineteen schools of the additional five counties. In ratio of counselors to high school population, this division of services resulted in approximately one counselor per 1,200 students.

A total of six additional plus the three current counseling positions were hired by the South Central Educational Service Unit to staff the mobile units. Professional standards for counselor competence were maintained as indicated in Section X. of the general project narrative.

A Director of Pupil Personnel was employed with part of his duties being to serve as a coordinator of the counseling activities of the four units. He was responsible for the assignment of counselors to units and the scheduling of the various units to the thirty-six schools. He was responsible for maintaining a high level of professional counseling and for the conducting of in-service training of mobile unit counselors and area counselors. He worked directly with the liaison person from each of the schools and was responsible to the Project Director of the South Central Educational Service Unit.

Two full-time certified school psychologists were employed by the South Central Educational Service Unit and were available to work with the special problem students referred to them by the counselors. These psychologists served as liaison agents between the local school personnel and the various community and state agencies providing services. Individual testing for special education programs or for diagnostic and evaluative purposes were provided by these specialists.

PROCEDURES UTILIZED PRIOR TO THE ARRIVAL OF THE MOBILE COUNSELING CENTER AT A SPECIFIC SCHOOL

At the beginning of the current academic year, a new procedure was developed to improve communication with the staff of each school prior to the actual arrival of the Mobile Counseling Center at a particular school. Early in the week preceding the time the Center was to be working at a school, one of the co-directors of the project visited with the administrative, counseling, and teaching personnel at the school. At this time, the general operating procedures of the Center were reviewed and clarified. Advance materials prepared for students and staff were made available for distribution, plans were finalized for completing the research forms that had been developed, and appointment and referral procedures were explained and clarified. Teacher meetings with the Mobile Counseling Center staff were also arranged at this time, in addition to possible speaking engagements for the Center staff at Parent-Teacher or Community Service group meetings. This procedure proved to be quite effective in improving the working relationship between the local schools and the Center staff.

PROCEDURES UTILIZED BY THE CENTER WHILE SERVING A PARTICULAR SCHOOL

As the Mobile Counseling Center arrived at a particular school, every attempt was made to establish a close working relationship with the counselors at that school. The first day's schedule of counseling contacts was

established for the staff by the local counselor. Appointments were scheduled on an hourly basis, and this procedure allowed one pupil per counselor to be involved in an individual conference during each period of the school day. Depending on the class schedule structure of the particular school involved, 10 to 18 students were seen each day in a counseling session by the Center staff. Frequently, a student was seen for more than one session, and in these instances an appointment was made for later in the week. During the last hour of the school day, the following day's schedule was developed with the local counselor and repeat conferences were noted at that time.

An attempt was made to arrange a meeting involving the Center staff and teaching personnel either prior to the visit or after school hours of the first day the Mobile Counseling Center was located at a particular school. This provided the Counseling Center staff an opportunity to discuss the general purposes and functions of the Counseling Center and the Psychometric service, and to react to questions raised by the teachers and generally to enlist the cooperation of the school personnel in working with the project. Teachers were encouraged to visit the Center and an attempt was made to work with them in every way possible.

FEEDBACK PROCEDURES UTILIZED

Certain procedures were developed to provide feedback to local personnel as the Mobile Counseling Center completed its stay at a school. During the final day at each school, a conference was held with the local counselor, and in some instances, the principal, to discuss noted strengths and weaknesses of the current local program, and possible steps that might be taken to im-

prove the effectiveness of the existing program. In a number of instances, the Center staff was asked to put such recommendations in writing so they could be forwarded to the superintendent and to the school board. The Center staff also discussed the results of the research relating to the project available at that time and this led to some work with special groups of students warranting special attention by the local counselors and teachers.

Special attention was also focused on students that had been referred to the Mobile Counseling Center by members of the teaching staff. After working with a student referred by a teacher, and with the student's permission, careful attention was devoted to providing some possible guidelines for work with this student in the future. An emphasis was placed on trying to help the teacher develop means of helping this youngster within the classroom setting. In some cases where special problem students were involved, referrals were made to the school psychometrist or to other outside agencies.

SUMMARY OF PUPIL PERSONNEL SERVICES ACTIVITIES

1967-68

MOBILE COUNSELING SERVICES

Nine certified counselors and four counselor aides were assigned to serve thirty-three schools. While concentration was primarily on the secondary school level, a number of elementary and middle schools were also served. The major focus of the mobile counseling was to provide supplementary counseling services to schools. A concerted effort was made to develop a close

cooperation with school in-building counselors. Where no counselor existed, a liaison person was appointed who served as a contact coordinator between SCESU and the school.

A further objective of the mobile program was to place emphasis on the need for adequate guidance programs. There is ample evidence to suggest that this objective has been met in many of the participating school districts. The mobile counseling program was designed to phase out as schools no longer felt their need for such services. It is anticipated that the number of schools participating in mobile counseling will be reduced to approximately one-half. This is further evidence of the impact of the program.

In order to implement the mobile counseling phase of the program, four well-equipped mobile counselor labs were designed and purchased. These are moved by means of a truck-tractor from school to school. They were designed with an attractive reception area, vocational and educational library, and private counseling offices. The general decor is conducive to appropriate counseling activities.

Cooperative efforts have been utilized to provide counseling service to schools which had been unable or unwilling to institute adequate guidance services. It has been demonstrated how schools might join forces to provide guidance services on a cooperative basis.

As a result of SCESU's activities an upsurge of emphasis in guidance and counseling is already evident. School districts have become increasingly aware of the necessity of upgrading the existing guidance services and/or instituting such services in schools where they don't exist. Concrete evidence of this surge of interest is noted in the fact that school districts have committed themselves to local support of guidance and counseling activities. It is anticipated that approximately 10 to 12 new counseling positions

will be created within various schools as a result of this impact. It can realistically be expected that additional locally supported guidance and counseling programs will emerge with the continued support and assistance of South Central Educational Service Unit.

SUMMARY REPORT

of

MOBILE COUNSELING SERVICES

Code
( ) High School _____

High School Grade:

12	1083
11	1086
10	790
9th & Below	2522
Second & Subsequent Interviews	1359

Sex:

Male	2771
Female	2619

Source of Referral:

Self	5307
Teacher	87
Counselor	252
Administration	262
School Nurse	6
Community Agency	10

Presenting Problem:

Educational Future	1601
Personal-Social	778
Vocational Future	1003
Academic	410

Tests Administered:	708

Service Procedures:

Counseling Only	953
Testing Only	108

Service Procedures Cont'd:

Consultation Ed-Voc.	466
Consultation: Personal	77
Counseling and Testing	90
Coun., Testing, and Info.	505
Coun. and Ed. Voc. Info.	752
Counseling and Info.	838
Library Only	1711
Group Couns.	418

Disposition:

Counseling Terminated	7061
Student Failed to Return	12
Referral to Teacher	9
Referral to Counselor	114
Ref. to Speech and Hearing Specialist	2
Ref. to School Nurse	6
Referral to Physician	3
Referral to Community Agy.	16
Repeat Conference	1027
Refer to Administrator	15
Refer to Psychometrist	30
Refer to Voc-Ed. Library	1459
Other Referral	11
Total Interviews	6749

STUDENT BREAKDOWN AND TOTAL ENROLLMENT FOR MOBILE COUNSELING UNITS

UNIT 1

NORTH LAWRENCE	Grades 7-8	Grades 9-12	Total
Bedford	(Unit not to go to high school)		
Bedford Junior High	530	---	530
Tunnelton	40	93	133
Shawswick	121	265	386
Heltonville	78	132	210
Needmore	84	186	270
Oolitic	112	280	392
Fayetteville	(Unit not to go to Fayetteville)		
JACKSON COUNTY			
Clear Springs	66	118	184
Medora	65	121	186
Brownstown	281	475	756
Crothersville	133	198	331
Seymour	(Unit not to go to Seymour)		
TOTALS	1510	1868	3378

UNIT 2

SOUTH LAWRENCE			
Mitchell	381	621	1002
ORANGE			
Paoli	302	457	759
Orleans	135	244	379
Springs Valley (French Lick)	239	368	607

	Grades 7-8	Grades 9-12	TOTAL
MARTIN			
Shoals	197	307	504
Loogootee	283	286	569
St. John's (Loogootee)	---	233	233
DAVIESS			
Barr-Reeve (Montgomery)	162	293	455
TOTALS	1699	2809	4508
UNIT 3			
WASHINGTON			
West Washington Jr. High	192	---	192
West Washington (Campbellsburg)	---	322	322
Salem Junior High	(Unit did not go to Salem)		
Salem High School	(Unit did not go to Salem)		
East Washington (Pekin)	190	249	439
HARRISON			
Corydon Central Jr. High	251	---	251
Corydon Central	---	606	606
South Central High School	111	253	364
Lanesville School	86	128	214
Morgan Twp. High School (Palmyra)	82	157	239
TOTALS	912	1715	2627

	Grades 7-8	Grades 9-12	TOTAL
UNIT 4			
CRAWFORD			
English	75	194	269
Marengo	64	93	157
Milltown	61	93	154
Leavenworth	70	138	208
PERRY			
Perry Central	216	350	566
Tell City - 2 Bldgs.	374	--	374
North Central H.S. (Ramsey)	199	270	469
TOTALS	1059	1138	2197

IMPACT OF MOBILE COUNSELING UNITS

A survey based upon interviews with the principals of the schools served by SCESU and more specifically the recipients of our Pupil Personnel Service revealed the following activities considered by the principals to be the direct result of the impact of our program.

It must be pointed out that these interviews took place during February, March and April, and the revelations were plans. Therefore, it must be realized that not all of the plans will become reality. Nevertheless, it is indicative of the overall impact of our program after one full year of operation as a part of SCESU.

It appears as of this date the following changes in Pupil Personnel Service will be effective the fall of 1968 and as a direct result of the impact of the mobile counseling concept.

The greatestobservable impact was in the area of increase in personnel. Indications are that an additional thirteen counselors will be added in our nine-county area beginning September, 1968, one year after initiation of the project.

Other less formidable areas of impact are detailed below:

1. From no counselor to a full-time counselor in one year.

2. From inadequate testing program to a rather extensive one in grades 1-12.

3. A combination of an exemplary counseling program and effective dissemination techniques created a community desire for a comprehensive guidance and counseling program for the fall of 1968.

4. Exemplary private facility provided on the mobile counseling unit stimulated the incorporation of a private counseling office in a new facility at a small school.

5. The mobile service stimulated an interest and the initiation of cooperative arrangements on a county-wide basis for program development and financial support.

6. Through consultive aid on the part of the mobile unit, plans were developed for a full-time counselor and adequate facilities.

7. The unit stimulated new thoughts and approaches to cooperative programming through the unit's provision of a coordinator of guidance for a school system composed of seven separate schools and currently in the process of reorganization.

8. The project provided technical and production assistance in the development of a video tape on testing.

9. The mobile counseling program stimulated an increase in the number of schools filing proposal for State Pilot Programs in counseling at the elementary, middle school and secondary school level.

10. Such guidance activities as a five-year study of graduates and a comprehensive dropout study were introduced as a result of additional counselor time provided by the unit's model counselor program.

11. A faculty in-service workshop presented by unit personnel stimulated the organization of a guidance committee and the assignment of counselors to teachers interested in the counseling function.

12. One school was stimulated to release pupils from class for guidance counseling purposes.

13. The activities of the unit stimulated six additional schools to request pilot programs in guidance which will strengthen the Pupil Personnel Program in each school.

14. An in-service in communications between the administrators and students resulted in the initiation of a student council and a noon hour recreational program.

15. The principal in one school during mid-year took over two study periods and provided a temporary office space for an interested instructor to perform guidance activities.

16. The presence of the unit's activities created a unique cooperative approach to establishing a joint Public Junior High, Catholic Junior High School guidance program.

17. The services provided by the mobile unit were used advantageously to establish a pilot program emphasizing more independent choice by students at the junior high level.

Reasons for the above success may be attributed to the following:

An increase of community awareness was accomplished by workshops, evaluations, follow-ups, P.T.A. presentations, newspapers, radio announcements,

student and faculty pre and post contacts by the total staff of the South Central Educational Service Unit. This concentrated approach created an atmosphere that was conducive to the above successes.

In-Service

The major objective of the guidance in-service program was to bring about a marked improvement in guidance programs and in counselor proficiency. Each participating school designated a staff member, counselor if possible, to act as the liaison person between that school and SCESU.

Consultants have worked directly with each participating school in a concentrated effort to:

1. Assist the school in identifying needs of the students.
2. Assist the school in establishing and maintaining appropriate guidance services.
3. Assist the total school personnel in developing appropriate attitudes toward guidance activities.
4. Assist local schools in developing appropriate guidance facilities.
5. Assist local guidance personnel in the development of counseling competencies.

In-service workshops have been conducted for the purpose of acquainting schools about SCESU's services, upgrading guidance programs, implementing and evaluating guidance programs. In-service workshops have been conducted for all guidance personnel in the SCESU area. The focus has been on upgrading competencies in guidance activities. In an effort to make the workshops meaningful, outstanding counselor educators in the field have been utilized.

Model Programs

In accordance with the guidelines for the development of model guidance programs within selected schools such programs were instituted. Difficulty was experienced in implementing these programs because of the lack of well-defined responsibilities and procedures and the lack of adequate planning time due to timing of the proposal approval and staff procurement. The foregoing problems have been given careful attention in order to strengthen this phase of the project.

From all indications the model programs have achieved the basis objectives, and were well received by participating schools.

The model programs were opened for visitation for personnel from other schools. Much interest in such model programs has been demonstrated by the superintendents in the SCESU area and it is proposed to expand this program to include six model programs in the coming year.

It is the intent of the model programs to create an environment within the participating schools for optimum guidance services to the students and community. Further adequate and/or exemplary facilities are provided within the financial and physical capabilities of the participating school.

Standardized Test Survey

In an effort to determine the needs and interest of an area-wide testing program, a survey of the existing testing practices and programs has been conducted.*

* The result of this survey showed that only five (5) school corporations would definitely participate should SCESU sponsor an area-wide testing program.

PSYCHOMETRIC SERVICES

Psychometric services reached an operational stage in August of 1967. Major priorities were dealt with first. These included purchasing of diagnostic instruments, test supplies, developing a referral procedure, and establishing a filing and reporting system.

In conjunction with these activities, considerable time was spent in in-service training for the staff, acquainting ourselves with the total scope of the project, and making site visitations to school systems participating in the project.

Within a few weeks, referrals were being processed. The initial request focused primarily on intellectual evaluations. In a significant number of cases, however, the teacher's concern was not intellectual, but behavioral. Our hypothesis is that lack of familiarity with initiating referrals, incomplete knowledge of the nature of psychometric services, and uncertainty as to the nature of the problem, all contributed to a change in the teacher's perspective of the problem.

Several other problems arose as a result of our referral procedure. In our attempts to obtain as much basic identifying information as possible on the child being referred, we discovered discrepancies and inconsistencies in the school's record keeping systems. Birthdates were not verified in a significant number of cases, little or no information was forwarded to schools as a child transferred from one school to another, and in some cases, inadequate or no records were kept of the results of achievement, occupational, or interest tests. Likewise, records of promotions and retentions were almost totally absent in the case of transfer students.

Psychometric Services Cont'd

The following information is a breakdown of the past year's services in terms of schools requesting service, level of school, type of request, number of children seen, and type of evaluation.

A statistical summary of our data indicates that 46 elementary schools, 5 junior high schools, 5 high schools, and 2 associations requested our services.

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SCHOOL	TYPE	# REFERRALS SEEN	NATURE OF PROBLEM	CABINET L-M	WISC	WAIS	SIT	SORT	WRAT	DURRELL	FROSTIG
Bedford Admin. Building	E	9	Learn. 1 Spec. Ed. 7 Intell. 1	6	3		1		2		1
Bedford Junior High	J	2	Learn. 2				1				
Brownstown High School	H	10	Intell. 10				10		1		
Burris Consolidated	E	4	Emo. & Soc. 2 Intell. 2				2				
St. Michaels (Cannelton)	E	4	Spec. Ed. 4		4			1	1		
Clearspring High School	H	4	Intell. 3 Emo.&Soc. 1				4	1	3		
Crane Elementary	E	17	Learn. 6 Intell. 8 Perc. 1 Soc.&Emo. 1 Spec. Ed. 1	10			5	1	2		
Crawford County Assoc. for Retarded		16	Spec. Ed. 16	12			2		4		
Eastern Elementary	E	1									
Emerson Elementary (Mitchell)	E	3	Emo.&Soc. 1 Intell. 2				2				
Englewood Elementary	E	3	Intell. 2 Learn. 1	2			1				
English Elementary	E	4	Emo.&Soc. 1 Intell. 3	1			2	1			
Fayetteville	E	11	Learn. 3 Intell. 1 Spec. Ed. 6	7	1		2				
Franklin Elementary	E	2	Intell. 2	2							
Heltonville	J E	4	Intell. 1 Emo.&Soc. 2 Learn. 1	2	1				1		
Hoosier Heights School	E	2	Intell. 2	1			1				
Jackson Elem. (Seymour)	E	3	Spec. Ed. 3	3							
Lawrence County Probation Department		2	Intell. 1 Learn. 1			1			1		

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BENDER	H-T-P	RORSCHACH	CAT	MMPI	MOONEY PROB. ✓ LIST	MINN. COUNSELING INVENTORY	PARENT CONF.	SENTENCE COMP.	INTERVIEW	SAT	READING	PEABODY PIC. VOC.
3	1											
								1	2			
1								1				
									2			
4									1	1	1	
1												
2							1		1			
	1							1	5			1
							1					

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SCHOOL	TYPE	# REFERRALS SEEN	NATURE OF PROBLEM	S-BINET L-M	WISC	WAIS	SIT	SORT	WRAT	DURRELL	FROSTIG
Leavenworth Grade School	E	1	Re-evaluation for Spec. Ed.	1					1		
Lincoln Elementary (Bedford)	E	7	Emo.&Soc. 1 Intell. 1 Spec. Ed. 5	4	1		2				1
Lincoln Elementary (Seymour)	E	10	Spec. Ed. 9 Emo.&Soc. 1	9	1						
Loogootee Elementary #1	E	22	Intell. 9 Spec. Ed. 13	19	3						
Loogootee Elementary #2	E	6	Intell. 4 Learn. 1 Soc.&Emo. 1	1			5		2		
Madden	E	5	Soc.&Emo. 1 Spec. Ed. 4	4							
Medora Elementary	E	7	Learn. 7				7				
Morgan Township Elementary	E	3	Intell. 3				3	1		1	
Meyers Elementary	E	1	Learn. 1				1				
Needmore	E	4	Soc.&Emo. 2 Learn. 1 Intell. 1		2		1		1		
Newman School (Tell City)	J E	3	Intell. 2 Learn. 1	3							
Oolitic-Dollens Oolitic High School	E H	10	Intell. 4 Spec. Ed. 4 Soc.&Emo. 2	7	1				1		
Orleans Elementary Orleans High School	E H	41	Spec. Ed. 12 Intell. 1 Perc. 8	12			21		5		8
Parkview Elementary	E	2	Intell. 1 Spec. Ed. 1	2					1		
Pierce Elementary	E	10	Learn. 3 Intell. 7	1			9	5	4		
Perry Central Consolidated School	E	1	Intell. 1				1				
Patoka Township	E	1	Emo.&Soc. 1	1		1					
Polk Elementary	E	1									
Redding Elementary	E	8	Spec. Ed. 7 Intell. 1	5	3						

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BENDER	H-T-P	RORSCHACH	CAT	MMPI	MOONEY PROB. ✓ LIST	MINN. COUNSELING INVENTORY	PARENT CONF.	SENTENCE COMP.	INTERVIEW	SAT	READING	PEABODY PIC. VOC.
2									1			
2												
							1					
										1		
2												
2									1			
					1				1			
8	9			2 - Detroit Word Recognition Test								
1												

SCHOOL	TYPE	# REFERRALS SEEN	NATURE OF PROBLEM	S-BINET L-M	WISC	WAIS	SIT	SORT	WRAT	DURRELL	FROSTIG
St. Paul	E	7	Learn. 2 Intell. 3 Emo.&Soc. 2	6							
Shields Junior High	J	2	Spec. Ed. 2	2							
Shawswick	E	4	Intell. 1 Emo.&Soc. 1 Consult 2	1			3				
Shoals Community Elementary	E	1	Intell. 1				1				
Society for Exceptional Children		1	Intell. 1	1							
Springs Valley Elem.	E	12	Spec. Ed. 6 Intell. 5	2	8		1		2	1	
Springville	E	9	Intell. 4 Spec. Ed. 5	9							
Stalker	E	6	Intell. 3 Spec. Ed. 3	6							
Throop Elementary	E	2	Intell. 2	1			1				
Tunnelton	E	1	Intell. & Perc. 1				1				
Washington Elementary	E	2	Emo.&Soc. 1 Spec. Ed. 10	10			1				
Bedford High School	H	1	Personality Problem 1								
Marengo	E	1	Personality Problem 1								
West Washington Jr. High	J	8	Social Adjustment 8								
Emerson (Seymour)	E	2	Spec. Ed. 2	2							
Cortland	E	1	Spec. Ed. 1	1							
Riley (Seymour)	E	1	Spec. Ed. 1	1							
Lutheran (Seymour)	E	2	Spec. Ed. 2	2		1					

*It was standard practice to have a short conference with the principal and/or respective class teacher after each evaluation.

P.P.S. 27

BENDER	H-T-P	RORSCHACH	CAT	MMPI	MOONEY PROBLEM ✓LIST	MINN. COUNSELING INVENTORY	PARENT CONF.	SENTENCE COMP.	INTERVIEW	SAT	READING	PEABODY P.I.C. VOC.
							1		1			
			1						2 1	- Metropolitan		Readiness Test
1												
1										8		
2												
1								1				
1	1											
				1		1			5			
									7			
								!				

KEYS

TYPE OF SCHOOL

E - Elementary

J - Junior High

H - High School

TESTS

S-Binet, L-M	Stanford-Binet, Form L-M
WISC	Wechsler Intelligence Test for Children
WAIS	Wechsler Adult Intelligence Scale
SIT	Slosson Intelligence Test
SORT	Slosson Oral Reading Test
WRAT	Wide Range Achievement Test
Durrell	Durrell Analysis of Reading Difficulty
Frostig	Frostig Program for the Dev. of Visual Perc.
Bender	Bender Gestalt
H-T-P	House-Tree-Person
Rorschach	Rorschach
CAT	Childrens Apperception Test
MMPI	Minn. Multiphasic Personality Inventory
Mooney Prob. Checklist	Mooney Problem Checklist
Minn. Counseling Inv.	Minn. Counseling Inventory
Parent Conf.	Parent Conference
Sentence Comp.	Sentence Completion
Interview	Interview
SAT	Stanford Achievement Test
Reading	Reading
Peabody Pic. Voc.	Peabody Picture Vocabulary
	Detroit Word Recognition Test
	Metropolitan Readiness Test

Totals

Referrals seen	- 310	Reading	- 1
S-Binet, L-M	- 159	PPVT	- 1
WISC	- 28	Detroit	- 2
WAIS	- 1	Metropolitan Readiness	- 1
SIT	- 91	Bender	-34
SORT	- 10	H-T-P	-12
WRAT	- 32	Rorschach	- 0
Durrell	- 2	CAT	- 1
Frostig	- 10	MMPI	- 1

Mooney Prob. Checklist	- 1	Sentence Comp.	- 4
MCI	- 1	Interview	-29
Parent.Conf.	- 4	SAT	-10

NATURE OF PROBLEM

Learn.	-	Learning difficulties
Spec. Ed.	-	Special Education evaluations
Intell.	-	Intelligence
Emo. & Soc.	-	Emotional and social problem
Perc.	-	Perception
Consult.	-	Consultation
		Personality Problem
		Social Adjustment

EVALUATION OF PSYCHOMETRIC SERVICES

Psychometric services were originally conceived as supplementary to the primary function of Pupil Personnel Services. According to the original project proposal, two psychologists "will be available to work with the special problem students referred to them by the counselors. These psychologists will serve as liaison agents between the local school personnel and the various community and state agencies providing services. Individual testing for special education programs or for diagnostic and evaluative purposes would be provided by these specialists." This rather vague conception of a psychologist implies that his primary function or role is that of a testor.

Considering the administrator's limited knowledge of psychological services and the past practice in the schools of contracting or "buying" testing services on an individual basis, the project's definition of psychometric services cannot be highly criticized. However, this rather limited definition of the nature and function of psychometric services needs to be expanded and clarified.

Clarification of the psychometrist's role is needed not only to specify the psychometrist's job function, but also for evaluative purposes. As the problem now stands, evaluation of staff proficiency is based largely on the number of individual intellectual assessments completed. This criterion ignores the possibility of the effects of emotional, social, perceptual, skill deficiency, and/or physical factors on the learning and/or social adjustment of the individual child. It implicitly equates the function of assessment or diagnosis with that of therapeutic intervention or remediation techniques. In actuality, however, no such relationship exists. This

"total number tested" criterion also ignores the necessity in a majority of cases, to do adequate follow-up, especially in terms of behavior management problems.

RECOMMENDATIONS

Based on the problems encountered in the first year of operation, the following recommendations are offered. The most urgent concern is clarification of the role of the psychometrist. We feel the following functions, in descending order of importance, constitute an acceptable definition of the psychometrist's activities.

1. to function as special problem CONSULTANTS and work with students referred by administrators, teachers, and counselors.
2. to provide IN-SERVICE TRAINING to administrators and teachers in the use and interpretation of various assessment and diagnostic instruments.
3. to provide ASSESSMENT, evaluation, and consultation SERVICES as needed on an individual or group basis.
4. to serve as LIAISON AGENTS between the pupil personnel staff, schools and the various community service agencies.

The rational for these four functions is based on a professional as well as a practical, analysis of the needs of the schools served by SCESU. The first two functions are inter-related. As stated in the original proposal, one of the purposes of the project was, not only to provide services, but to provide the schools with the skills necessary to upgrade their present programs. We feel that this goal of SCESU has certain implications for the psychometrists. Many of the school personnel we served had little or no understanding of testing or familiarity with diagnostic instruments dealing with the academic skill deficiencies. Through a well-designed in-service

training program, the psychometrists could disseminate enough information and develop adequate testing skills that teachers could utilize on their own. If such a program is not designed, we feel that our services are primarily stop-gap and convenient. In terms of SCESU goals, termination of psychometric services or continuation of such services without the opportunity to develop in-service training programs, does nothing to eliminate the testing vacuum that existed when these services were initiated.

A considerable number of our evaluations were diagnostic in nature. However, few schools were able to provide adequate treatment facilities. From a professional standpoint, diagnosis without treatment is insufficient. However, in this situation, it serves to point out the critical need in this area for the development of special programs for children with learning and/or adjustment problems. It also supports our conviction for the recognition of the consultant role of the psychometrist. With in-service training, teachers could initiate remediation programs in the regular classrooms at little or no cost to the schools. This approach appears to be the most practical alternative available to meet the needs of exceptional children in this area.

SUMMARY OF STAFF EVALUATION - COMMENTS AND RECOMMENDATIONS

At the end of the year each member of the Pupil Personnel staff was asked to complete a self-evaluation form based upon the original objectives as stated in the project proposal. Below you will find a summary of this data, including average rating in each category as well as selected general comments and recommendations.

Since many of the ratings fall into the average to better range, it seems necessary to explain that most of the objectives related to overall impact with teachers, administrators and upon the guidance program as a whole whereas our counselors felt that the major emphasis and their major impact was with the individual pupil.

OBJECTIVES

1. Promote an increased understanding of individual differences among pupils, and use of this information in curricular planning.

Average rating - 4.33

Comments: Summary sessions with principals and counselors always involved this topic.

Working with principals, counselors and teachers, an attempt was made to seek ways individual differences could be met within existing educational programs. New innovations were also encouraged.

Most of the contact this year was with specific individual students. On an individual basis the curriculum was examined and selections were made in relationship to specific goals and objectives. In several situations, the liaison person was informed as to the need for special attention to students with learning disabilities and some of the unrealistic demands placed on the individual by his curriculum.

Comments cont'd

The first part of this objective was partially accomplished through individual and group counseling and conferences with teachers and administrators.

This information gained from students about the need and interest of additional courses was given to administrators.

Making administrators and teachers aware of students strengths and weaknesses and how the curriculum can be adapted to meet the needs of the individual students.

Increase in Testing Programs in many schools. Tests include I.Q., Placement, Achievement and National. Student assignment to classes frequently based upon test results.

Recommendations:

I feel many of our recommendations died due to the lack of follow-up on the part of the school personnel. Some of the blame rests with us (SCESU). Perhaps thorough communication between school personnel, mobile counselors, SCESU representative would be helpful.

Curriculum deficits seems to be an adequate discussion topic to be approached in the administrative workshops.

I feel the curriculum unit and mobile unit should work together, by school, then make suggestions for curricular planning.

This was difficult to accomplish in many instances because the size and facilities of the respective schools discouraged flexibility in scheduling. Also the schools did not see us serving in this capacity and seldom requested us to help in this regard.

2. Encourage and increase in the amount of counseling time available to students.

Average rating: 5.50

Comments:

One counselor was made available every period. Two counselors were available every period except one period each day; this being the time that one was in guidance class. Spent as much time as possible in elementary counseling.

The opportunity for increased time is established when the mobile counselors are present.

We encouraged use of staff for guidance involvement (i.e., testing, vocational information, orientation). Attempted to point our need for increased counseling time.

Encouraged counselee groups to work with counselors.

Encouraged schools to allow at least one counselor to be available for counseling at all times.

Two schools in which we visited this year set up part-time counselors for the first time.

One full-time counselor added to Junior High and one full-time counselor added to Senior High.

Good relationship established between counselors and faculty. Most faculty members have become very gracious about releasing students for counseling conferences.

Completed several counseling services via group counseling in academic and in physical education classes.

Recommendations:

More time made available to elementary counseling.

More personal counseling is needed. Many counselor's are preoccupied with educational and vocational problems. They spend most of their time disseminating this type of information.

All counselors who are not working on a full-time basis as counselors should do so. They should also discontinue practices, i.e., paddling, which are inconsistent with the counseling role. More counseling time for each individual could be made available if students were permitted to see the counselor during regular class periods rather than during study, gym, etc.

Each student carries six subjects with no study halls assigned. This makes free time scarce. Bus transportation of students further complicates out-of-class appointments.

3. To stimulate an interest in guidance and counseling activities within the schools and communities, so that each participating school would develop its own guidance and counseling program.

Average rating: 4.75

Comments:

Talking and showing the importance of counseling to individuals and groups within the school and community. Worked through industry to establish a job placement for graduates and summer work programs.

I felt lip service was paid to this at most of our schools, but that little was actualized. Some activities and services were realized, but I find it difficult to evaluate the impact from the outside.

The progress in this has come through conferences with teachers and administrators, tours and lectures of the mobile unit for teachers, students and parents, and teacher and P.T.A. meetings in which the need for guidance services was emphasized by some member of SCESU.

By attempting to display personal professionalism and to demonstrate good public relations.

By attempting to function as an effective counselor.

Recommendations:

More time made available for this activity.

Recommendations cont'd

Continued assistance by SCESU.

A closer working relationship with the schools before and after mobile unit visitation might prove helpful.

It would be well if SCESU could help attract and set up interviews for prospective counselors with adequate training to step into these positions.

Make video tape of personal social counseling with educational, vocational, and academic implications.

4. To assist the guidance and administrative personnel in identifying the needs of students within the school and provide programs to alleviate those needs.

Average rating: 4.38

Comments:

Tried to encourage as many activities as possible for the students to become active in the school and community in getting a better understanding between school and community.

I feel a good deal was identified - little in the way of providing programs to alleviate those needs. This appears to result from:

1. Lack of coordination and follow-up of SCESU services.
2. Lack of school personnel ability.
3. Lack of money.
4. Lack of facilities
5. Lack of flexibility within school personnel and facilities.

Several efforts were made to work with both administrators and liaison personnel in terms of making recommendations about individuals and groups of students who have special needs.

Comments cont'd

Critique sessions with guidance and administrative personnel in each school.

Personal contact with teachers and administration throughout the units stay at the school.

A lot of talk has been done by both the mobile counselors and personnel within these schools concerning the needs of students but little has been done in setting up programs to alleviate these needs. The schools are reluctant when it comes to changing the established procedures even though they know its better for the students. Sometimes I wonder who benefits most from the school, the students or the teacher?

Recommendations:

Recommended curricular changes by working out schedule of classes that students wanted. Recommend to students activities that they could do to help the school and community develop activities and programs for their own interest.

In-service training of school personnel.

Money to support special education, elementary, more counseling time, and other such services.

At each school we gave the administrator a copy of the senior report form and made suggestions as to how the data might be used within their systems.

Have consultants evaluate programs.

The provision of programs and the identification of students' needs require increased coordination between the units and the consultant personnel.

5. To assist the total school personnel in maintaining appropriate guidance attitudes and activities.

Average rating: 5.66

Comments:

Spent much time talking to the teachers and school personnel in groups and individuals to explain the guidance program within school and the uses that could be made of the SCBSU program.

Most of our time was spent working with individual students. There was minimum contact with school personnel since most of time was spent in individual sessions with students. The exception would be talking with a couple of guidance classes and working with individual teachers about special cases.

We discussed these issues with principal and guidance counselors. I feel that the attitudes toward guidance and counseling have improved within the school. Even yet, there are a lot of changes to be desired.

We tried to involve all interested parties in problems of students.

Talking informally with all students and faculty members during the school day. Always being available in the school to talk with teachers and students during lunch and class break. Giving guidance materials to students and teachers. Inviting all members of the school to visit the trailer and observe the guidance library.

Remain patient and tolerant with teachers who relate student problems and seek immediate and complete reformation of the student.

Recommendations:

That the personnel within the school become better acquainted with the advantages that an adequate program provides and how it can help them and how they can help it.

Better communication, follow-up and support from SCBSU.

Suggestion would be that description of role be more clearly defined in this area for mobile counselors.

Begin group work to be carried on after unit leaves.

Recommendations cont'd

More in-service work with principals, guidance counselor and teachers.

Steps should be taken, primarily through orientation and in-service work to develop the attitudes sought.

6. To assist the local school in developing facilities and materials for the guidance and counseling of its students.

Average rating 4.67

Comments:

Worked with the librarian as well as the other faculty members.

One of our more successful areas in some schools, particularly in helping schools acquire education-vocational-social information; also in testing programs.

In every school an attempt was made to up-grade and improve existing facilities and materials.

We helped one school in developing a new guidacne suite - also helped develop new testing programs in two schools.

Inviting all teachers and administrators to the trailer to see the materials available in the area of guidance and counseling. Providing information where free and inexpensive guidance materials can be obtained. Assisting the school personnel in establishing a guidance library and assisting in establishing a place for counseling within the school.

Enlargement of college catalogues library.

Many current vocational reference books.

Accurate and current cumulative folder files of all students.

Recommendations:

Recommended materials and improvements in the guidance offices to better meet the need of the counselor and the counselee.

Assistance on a more sophisticated level from SCESU. Perhaps a list of information gathering activities.

A workshop dealing with this.

Encourage student aides to assist schools in ordering free materials with mobile secretary guiding.

Plan counseling facilities with school personnel and architects.

Have consultants evaluate testing programs.

Improved V.A. equipment and increased use of visual materials.

7. To assist the guidance personnel in the development of counseling competencies.

Average rating: 5.00

Comments:

Spent much time working with and discussing activities that we should do and the type of activities that I felt were of less importance.

SCESU's group workshops helped.

This was accomplished in schools where the school counselor was receptive.

Counseled counselors.

Consulted counselors.

Comments cont'd

Discussed tapes of counseling sessions with school counselors.

Limited due to the number of schools we visited where no guidance counselor was employed. We discussed various techniques and pointed out certain reference materials to teachers assigned guidance duty. We encouraged them to attend professional guidance meetings.

Recommendations:

More in-service.

More time with total guidance programs.

In workshop meetings the leadership personnel should stress using SCESU staff in a consulting relationship.

I'm not sure this is a function of the mobile unit and if it is, it should be spelled out to the counselors in the schools. I see this is a function of the consultants with the units assisting where asked by the consultants and school counselors.

8. To demonstrate to other people the functioning of a model guidance program.

Average rating: 4.80

Comments:

Very little time was spent with people outside our own school.

Discussions arose with the administrator and faculty - most felt it was needed and would like to see it in their school.

We lacked the control to demonstrate this in that we were very dependent upon the school to permit us to do certain activities.

Comments cont'd

In terms of seeing and working with individual students, the mobile project definitely represents a model program. In relationship to the type of objectives listed in this evaluation form, the program leaves a lot to be desired because of a lack of role definition.

This is our strongest area although the number of "other people" was disappointingly small.

We invited all teachers to come out to the trailer and we gave them an orientation on the program. We talked with P.T.A. groups and held open house for parents.

Recommendations:

Recommended that schools not having the model programs or program already established be encouraged to visit the schools where the model programs are in existance.

Better stimulation and faculty involvement via in-service, A.V. media, etc.

In the model programs, careful attention should be given in selecting personnel. SCESU should have control or at least a voting right in selection procedures.

More intensive orientation, coordination and in-service within every school to explain and demonstrate the functioning of the unit's program.

9. List other objectives which have been accomplished, rate them, and make comments and recommendations.

Test Interpretation - on individual basis. I think we did a good job and in relating this information to present, past and future of individual.

Individual Counseling - We were probably most successful here. In that students were given opportunity to see counselors and discuss whatever they wanted.

Worked with Jr. High groups helping them to become oriented to high school and future planning.

Helped to establish two testing programs.

Helped to develop a new guidance and counseling department.

Introduced the schools to outside referral agencies.

All of the preceding eight objectives was related to administrators, counselors, or teachers. None dealt directly with students as such. I'm not sure this was by design in this evaluation or by chance. Unfortunately the objectives listed received low ratings since we were least successful in our efforts with administrators, teachers, and counselors. I feel we accomplished most with the students. I feel that we rated quite high in providing assistance in decision-making, in providing information, in resolving conflicts and in providing an orientation to guidance and counseling. More could be done with groups.

Overall the project could have a greater impact on more students if they were better prepared for the unit's visit. This would include inclusion of the mobile unit as part of the regular counseling and guidance program regardless of its status.

Improve relationship between the student and the counselor.

Set up student cumulative record files and keep them current.

Expand and make current files and libraries of occupational materials.

Improve procedures for enrolling students.

Identify each student with a counselor.

Expect the counselor to confer with each counselee at regular intervals.

Initiate some experiences in group counseling.

Constantly strive for improved communications.

Improve student counseling facilities.

Promote professional harmony among all school personnel.

Remain happy and enthusiastic.

To be a good listener and a patient human being.

GENERAL RECOMMENDATIONS

Although the general, overall reaction to the services provided by the Mobile Counseling Center has been very encouraging, several problem areas have become evident.

First, and perhaps most important, is that in spite of a concerted effort to establish adequate means of communication with the local schools and communities, it has become evident that much work remains to be done in this area. In several instances, the Mobile Counseling Center has not been accepted as a functional part of the school but is received as a service external to the school.

Improving communication is a broad inclusive category. An attempt has been made to break it down into important components. Undoubtedly, the most important component is that of getting the local school people more involved in the project. This might be improved upon by: (1) having early meetings of the Mobile Counseling staff and the school staffs to determine goals, procedures, methods of evaluating, etc.; (2) qualitatively and quantitatively improving the advance work and follow-up work of the project. This should possibly be the responsibility of the project director and should include provision for the following activities: appointment and referral procedures, advance materials such as research forms, arrangements for meeting times for the Mobile Counseling Center staff with teachers, PTA groups, etc., follow-up of joint recommendations of the Mobile Counseling Center staff and the school personnel after a visit to the school, and provisions for more feed-back to the school personnel; (3) by involving the Mobile Counseling Center staff in the local guidance meetings and in-service training programs.

A second problem area, though not unrelated to the first, is deserving of special attention. This area concerns the brevity of time available to each of the participating schools. Counseling service is provided for students for a two-week period, but more could be done to upgrade the existing guidance and counseling services within each school during the remainder of the year. The counselors, teachers, and administrators in these schools must be helped to realize that they can indeed improve thier programs and services, and the administrators must give their active support in implementing better programs.

A third concern, again not unrelated to the first two, is that of in-service training. There are currently fifteen counselors working within the seventeen participating schools; only two of whom have had practicum experience during their training programs. Perhaps, if each of the participating school counselors could spend some time on the Mobile Counseling Center (with a Mobile Unit counselor working in the school for the counselor) this could very probably improve their professional skills as well as improve mutual understanding and communication.

A fourth recommendations would be to develop further our educational-vocational information files and those of the participating schools. This could be done by taping interviews with local industries, educational institution, vocational schools, etc., and by developing a set of guidance films to be shown to the students in the schools.

Conclusion

The first full year of the expanded Pupil Personnel Services was marked by progress in attaining its goal. Counseling and guidance services were provided and well received by the student population in the area served. An

increased awareness of the nature, purposes and functions of Pupil Personnel programs was noted. An extensive evaluation indicated some of the limits affecting the overall program and appropriate suggestions leading to the reduction of these were outlined.

NAME (Optional) _____

EVALUATION OF EXPERIENCE

Your responses to the following items will be helpful in evaluating the Counseling Workshop which you have attended. Please answer as honestly and objectively as possible. The information will be held in strict confidence.

In responding, circle the appropriate number where:

1 - Extremely negative
2 - In-Between
3 - Negative
4 - In-Between
5 - Neutral
6 - In-Between
7 - Positive
8 - In-Between
9 - Extremely positive

1. Were you satisfied with your experience?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

2. In the future do you expect to feel more comfortable working with groups?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

3. Do you feel you will be more effective working with groups of students?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

4. Do you feel you will be more effective working with groups of teachers?

(Neg.) 1 2 3 4 5 6 7 8 9. (Pos.)

5. Do you feel you will be more effective working with groups of parents?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

6. Did you find the workshop threatening to you personally?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

7. Do you feel as though you involved yourself personally in the workshop?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

8. Would similar workshops in the future be helpful to you?

(Neg.) 1 2 3 4 5 6 7 8 9 (Pos.)

A. Discuss briefly those aspects of the workshop which you found most beneficial.

B. Discuss briefly those aspects of the workshop which you felt were least beneficial.

C. My suggestions for additional workshops are:

D. What are the follow-up steps needed to implement in your own schools some of the groups skills you learned at the workshop?

E. Since I have been in the group, I have used group skills in the following ways.

F. What bothered me most about the group?

G. Did your group fulfill the purpose you had in mind upon coming to the workshop?

H. Were there experiences which have proved helpful that you didn't expect?

I. In future workshops would you prefer to have more leisure time?

J. If so, would you prefer more planned recreational activities?

K. Other comments: (Use additional paper if needed)

P.P.S. A52

01
5/7/68

Unit _____

Counselor _____
(name)

Counselor Aide _____
(name)

Model Counselor _____
(name)

SELF EVALUATION

PUPIL PERSONNEL SERVICE

1967/68

Below you will find a list of the original objectives, as stated in the project proposal. Please indicate, by way of specific example, ways your activities or general program activities have contributed to their accomplishment. Then indicate other objectives you feel have been accomplished. Also indicate other plans, techniques, procedures you would recommend for accomplishing each of the outlined objectives. Place your suggestions in the section under recommendations. If additional space is needed feel free to write on the back of the page.

Please indicate by circling a number 1 through 10 the degree to which we have accomplished this objectives. One is the highest and ten is the lowest degree.

OBJECTIVES

1. Promote an increased understanding of individual differences among pupils, and use of this information in curricular planning.

   1 2 3 4 5 6 7 8 9 10

   Comments: (Give specific activities)

   Recommendations:

2. Encourage and increase in the amount of counseling time available to students.

   1 2 3 4 5 6 7 8 9 10

   Comments:

   Recommendations:
   Indicate any change in personnel assigned to counseling this year in schools where you serve.

3. To stimulate an interest in guidance and counseling activities within the the schools and communities, so that each participating school would develop its own guidance and counseling program.

1 2 3 4 5 6 7 8 9 10

Comments:

Recommendations:

4. To assist the guidance and administrative personnel in dentifying the needs of students within the school and provide programs 'o alleviate those needs.

1 2 3 4 5 6 7 8 9 10

Comments:

Recommendations:

5. To assist the total school personnel in maintaining appropriate guidance attitudes and activities.

1 2 3 4 5 6 7 8 9 10

Comments:

Recommendations:

6. To assist the local school in developing facilities and materials for the guidance and counseling of its students.

1 2 3 4 5 6 7 8 9 10

Comments:

Recommendations:

7. To assist the guidance personnel in the development of counseling competencies.

1 2 3 4 5 6 7 8 9 10

Comments:

commendations:

8. To demonstrate to other people the functioning of a model guidance program.

1 2 3 4 5 6 7 8 9 10

Comments:

Recommendations:

9. List other objectives which have been accomplished, rate them, and make comments and recommendations.

P.P.S. A57

SOUTH CENTRAL EDUCATIONAL SERVICE CENTER

GUIDANCE WORKSHOP - March 1, 1968

Northwood Institute

EVALUATION QUESTIONNAIRE

1. What suggestions would you offer for improvements in the workshop.

2. What are your interest areas for future workshops.

3. Any additional comments.

_____

Signature (Optional)

TESTING SURVEY

Following an interest identified in the original problem survey made by SCESU, a complete survey of the tests being used by area schools was made. In addition, they were asked if they would be interested in participating in an area wide testing program. The results of this survey showed that only five (5) out of thirty (30) school corporationa would definitely participate should SCESU sponsor an area wide testing program. Included also you will find a summary of the tests being used at the various levels (K-12), a summary of the areas of suggested improvement, and a summary of the areas in which they desire help from SCESU.

TESTING SURVEY

Participation

Yes	11111	= 5
Possibly	1111111	= 7
No	1	= 1

Willingness to Commit Funds

Yes	1111	= 4
Possibly	1111111	= 7
No	11	= 2

Total Number of Responses - 16

Summary

KG - Metropolitan Readiness - North Lawrence Community Schools

Weekly Reader Test - M.S.D. Vernon Twp.

Maturity Level Readiness - West Washington School Corporation

Lee-Clark Rdg. Read. - Cannelton School City

1 - Ginn Readiness - Orleans High School
Alpha (I.Q.) Form A-S - Orleans High School
Stanford Ach. Form Pri. Bat., I - Orleans High School
Ginn Ach. - Orleans High School

Metropolitan Readiness - North Lawrence Community Schools

Weekly Reader - M.S.D. of Vernon Twp.
Stanford Ach. - M.S.D. of Vernon Twp.
Otis Quick Scoring - M.S.D. of Vernon Twp.
Ginn Reading - M.S.D. of Vernon Twp.

Pitner-Cunningham (Primary) - Seymour Community Schools
Ginn Primer Achievement Test - Seymour Community Schools

Readiness - Metropolitan - Paoli Community School
Intelligence - Otis - Paoli Community School
Achievement - Stanford - Paoli Community School

Metropolitan - Springs Valley Community Schools
Readiness Test - Springs Valley Community Schools
Otis Mental Ability - Springs Valley Community Schools

Met. Achievement - Corydon Central

S.R.A. - North Central High School

Otis Alpha - West Washington School Corporation
Met. Readiness - West Washington School Corporation

Pitner-Cunningham - Cannelton School City
Basic Reading Test (Scot Foresman) - Cannelton School City

2 - Ginn Readiness - Orleans High School
Stanford Ach. - Orleans High School
Ginn Ach. - Orleans High School

Lorge-Thorndike Intelligence - North Lawrence Community Schools

Stanford Ach. - M.S.D. Vernon Twp.
Weekly Reader - M.S.D. Vernon Twp.

Ginn Second Grade Readiness - Seymour Community Schools
Stanford Achievement Test - Seymour Community Schools
Ginn 2 Reading Achievement - Seymour Community Schools

Reading-Metropolitan - Paoli Community School
Achievement - Stanford - Paoli Community School

California Achievement - Springs Valley Community Schools

Otis I.Q. - Corydon Central
Met. Achievement - Corydon Central

S.R.A. - North Central High School
Science Research Associates - North Central High School

Metropolitan Ach. Tests - Milltown-Whiskey Run Twp.

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

3 - Ginn Readiness - Orleans High School
Stanford Ach. - Orleans High School
Ginn Ach. - Orleans High School

Iowa Tests of Basic Skills - North Lawrence Community Schools

Lorge-Thorndike - Salem Community School Corporation
Stanford Achievement - Salem Community School Corporation

Stanford Ach. - M.S.D. Vernon Twp.
Otis Quick Scoring - M.S.D. Vernon Twp.
Weekly Reader Test - M.S.D. Vernon Twp.

Ginn Third Grade Readiness - Seymour Community Schools
Ginn 3 Achievement Test - Seymour Community Schools
Iowa Test of Basic Skills - Seymour Community Schools

Reading - Metropolitan - Paoli Community School
Intelligence - Otis - Paoli Community School
Achievement - Stanford - Paoli Community School

California Achievement - Springs Valley Community Schools

Met. Achievement - Corydon Central

Science Research Associates - North Central High School

3 - S.R.A. - North Central High School

Metropolitan Ach. Tests - Milltown-Whiskey Run Twp.

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

4 - Ginn Readiness - Orleans High School
Beta (I.Q.) - Orleans High School
Stanford Ach. - Orleans High School
Ginn Ach. - Orleans High School

Stanford Ach. - M.S.D. Vernon Twp.
Weekly Reader - M.S.D. Vernon Twp.

Lorge-Thorndike Intelligence - Seymour Community Schools
Iowa Test of Basic Skills - Seymour Community Schools

Reading - Metropolitan - Paoli Community School
Achievement - Stanford - Paoli Community School

California Achievement - Springs Valley Community Schools
Otis Mental Ability - Springs Valley Community Schools

Otis I.Q. - Corydon Central
Met. Achievement - Corydon Central

Science Research Associates - North Central High School

Otis Beta - Carr Twp. (Medora)

Otis Beta - West Washington School Corporation

Metropolitan Ach. Tests - Milltown-Whiskey Run Twp.

California Short Form - Cannelton School City
Mental Maturity - Cannelton School City

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

5 - Ginn Readiness - Orleans High School
Stanford Ach. - Orleans High School
Ginn Ach. - Orleans High School

Lorge-Thorndike Intelligence - North Lawrence Community Schools

Lorge-Thorndike - Salem Community School Corporation
Iowa Silent Reading - Salem Community School Corporation
Stanford Achievement - Salem Community School Corporation

Weekly Reader - M.S.D. Vernon Twp.
Stanford Ach. - M.S.D. Vernon Twp.

5 - Weekly Reader - M.S.D. Vernon Twp.
Stanford Ach. - M.S.D. Vernon Twp.
Otis Quick Scoring - M.S.D. Vernon Twp.
Self-help in Reading - M.S.D. Vernon Twp.
Geography Test - M.S.D. Vernon Twp.

Iowa Test of Basic Skills - Seymour Community Schools

Reading - Metropolitan - Paoli Community School
Achievement - Stanford - Paoli Community School

California Achievement - Springs Valley Community Schools

Met. Achievement - Corydon Central

Science Research Associates - North Central High School
S.R.A. - North Central High School

Otis - East Washington School Corporation
Lorge-Thorndike - East Washington School Corporation
Iowa Test of Basic Skills or
Stanford Achievement - East Washington School Corporation

Metropolitan Ach. - Milltown-Whiskey Run Twp.

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

6 - Ginn Readiness - Orleans High School
Ginn Ach. - Orleans High School
Stanford Ach. - Orleans High School

Iowa Tests of Basic Skills - North Lawrence Community Schools

Iowa Silent Reading - Salem Community School Corporation

Stanford Ach. - M.S.D. Vernon Twp.
Weekly Reader - M.S.D. Vernon Twp.

Iowa Test of Basic Skills - Seymour Community Schools

Reading - Metropolitan - Paoli Community School
Stanford - Achievement - Paoli Community School

California Achievement - Springs Valley Community Schools
Otis Mental Ability - Springs Valley Community Schools

SRA Achievement - Corydon Central

SRA - North Central High School
Science Research Associates - North Central High School

Otis Beta - Carr Twp. (Medora)

Metropolitan Ach. Tests - Milltown-Whiskey Run Twp.

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

7 - Iowa Study Skills - Orleans High School
C T M M - Orleans High School

Otia Q.S. Mental Ability - North Lawrence Community Schools
Iowa Tests - North Lawrence Community Schools

Iowa Silent Reading - Salem Community School Corporation

Stanford Ach. - M.S.D. Vernon Twp.
Weekly Reader - M.S.D. Vernon Twp.

Iowa Test of Basic Skills - Seymour Community Schools
Lorge-Thorndike Intelligence - Seymour Community Schools

Otis Quick -S Beta EM - Paoli Community School

Iowa Teading Comprehension - Springs Valley Community Schools

California Mental Maturity - North Central High School

Stanford Ach. - Carr Twp. (Medora)

Otis Quick Scoring - West Washington School Corporation

Metropolitan Ach. Tests - Milltown-Whiskey Run Twp.

Cal. Short Mental Mat. - Cannelton School City

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

8 - Algebra Prognosis - Orleans High School
Stanford Ach. - Orleans High School
Foreign Language Prog. - Orleans High School

Iowa Tests of Basic Skills - North Lawrence Community Schools
School & College Ability Tests - SCAT - North Lawrence Community Schools

Algebraic Aptitude - North Lawrence Community Schools

Iowa Silent Raading - Salem Community School Corporation
Stanford Achievement - Salem Community School Corporation

Stanford Ach. - M.S.D. Vernon Twp.
SRA Primary Mental - M.S.D. Vernon Twp.

Iowa Test of Basic Skills - Seymour Community Schools
Academic Promise Test - Seymour Community Schools

SRA High School Placement - Paoli Community School

Otis Mental Ability - Springs Valley Community Schools
California Achievement - Springs Valley Community Schools
100 Problem Arith. - Springs Valley Community Schools
Iowa Reading Comprehension - Springs Valley Community Schools

High School Placement Test - Corydon Central

Stanford Achievement - North Central High School

Otis Beta - Carr Twp. (Medora)
Stanford Ach. - Carr Twp. (Medora)
Differential Aptitude Test - Carr Twp. (Medora)

Otis - East Washington School Corporation
Lorge-Thorndike - East Washington School Corporation
Iowa Test of Basic Skills - East Washington School Corporation
Stanford Achievement - East Washington School Corporation

Metropolitan - Marengo-Liberty

Manchester - Patoka Twp.
Metropolitan - Patoka Twp.

9 - Kuder Preference - Orleans High School

Otis - North Lawrence Community Schools
Kuder Interest - North Lawrence Community Schools
Iowa Test of Ed. Dev. - North Lawrence Community Schools

Lorge-Thorndike Intelligence - Salem Community School Corporation
California Read. Achiev. - Salem Community School Corporation

Lorge-Thorndike Intelligence - Seymour Community Schools

Otis Quick Scoring - Paoli Community Schools
Iowa Tests of Ed. Devel. - Paoli Community Schools

California Occupational Inventory - Springs Valley Community Schools
Spitzer Study Skills - Springs Valley Community Schools
Iowa Reading Comprehension - Springs Valley Community Schools

Otis Quick Scoring - M.S.D. Vernon Twp.
Iowa Tests of Ed. - M.S.D. Vernon Twp.
Kuder Pref. - M.S.D. Vernon Twp.
General Aptitude Test Battery - M.S.D Vernon Twp.

Differential Aptitude Test - Corydon Central

Otis Beta - Carr Twp. (Medora)
Differenfial Apt. Test - Carr Twp. (Medora)
Stanford Ach. Test H.S. - Carr Twp. (Medora)
Kuder Interest Inventory - Carr Twp. (Medora)

National Ed. Develop. - West Washington School Corporation

General Aptitude Test - East Washington School Corporation

N.E.D.T. - Milltown-Whiskey Run Twp.

Iowa Test of Educational Development - Canneton School City
California Short Form Mental Mat. - Cannelton School City
Kuder Vocation Pref. - Cannelton School City

National Educational Development Test - Marengo-Liberty

10 - California Apt. - Orleans High School

California Test of Mental Maturity - North Lawrence Community Schools

California Readiness Achievement - Salem Community School Corporation

Kuder Preference Inventory - Seymour Community Schools

Primary Mental Ability - M.S.D Vernon Twp.

School and College Ability Test - Springs Valley Community Schools
California Mental Maturity - Springs Valley Community Schools

Iowa Test of Educational Development - Corydon Central

California Mental Maturity - North Central High School
General Aptitude Test Battery - North Central High School

Stanford Achievement High School Battery - Carr Twp. (Medora)

National Educational Development - West Washington School Corporation

Otia Mental Ability - East Washington School Corporation
General Aptitude Test - East Washington School Corporation

National Educational Development Test - Milltown-Whiskey Run Twp.

National Educational Development Test - Marengo-Liberty

11 - Stanford Achievement - Orleans High School
National Merit - Orleans High School
Preliminary Scholastic Aptitude Test - Orleans High School

Iowa Tests of Educational Development - North Lawrence Community Schools

Otis Gamma - Salem Community School Corporation

National Merit Scholarship Test - Seymour Community Schools
Preliminary Scholastic Aptitude - Seymour Community Schools

Otis Quick Scoring - Paoli Community School
Preliminary Scholastic Aptitude - Paoli Community School
Iowa Tests of Educational Development - Paoli Community School
National Merit Scholastic Test - Paoli Community School

National Merit - M.S.D. Vernon Twp.
N. Y. Time Current Events - M.S.D. Vernon Twp.
Preliminary Scholastic Aptitude - M.S.D. Vernon Twp.
Iowa Test of Educational Development - M.S.D. Vernon Twp.

Preliminary Scholastic Aptitude Test (Optional) - Springs Valley
California Achievement - Springs Valley Community Schools

Kuder Vocational and Personal - Corydon Central
Prliminary Scholastic Aptitude Test - Corydon Central
Scholastic Aptitude Test - Corydon Central

Stanford Achievement Test - Carr Twp. (Medora)
Otis Gamma - Carr Twp. (Medora)
Kuder Interest Inventory - Carr Twp. (Medora)
Preliminary Scholarship Aptitude Test - Carr Twp. (Medora)
National Merit Scholarship Qualifying Test - Carr Twp. (Medora)

Preliminary Scholastic Aptitude Test - West Washington School Corp.

Preliminary Scholastic Aptitude Test - East Washington School Corp.
Stanford Achievement Test - East Washington School Corporation
National Merit - East Washington School Corporation

Preliminary Scholastic Aptitude Test - Milltown-Whiskey Run Twp.
National Merit Scholarship Qualifying Test - Milltown-Whiskey Run Twp.

Iowa Test of Educational Development - Cannelton School City
National Merit Scholarship Qualifying Test - Cannelton School City
Preliminary Scholastic Aptitude Test - Cannelton School City
Scholastic Aptitude Test - Cannelton School City

Preliminary Scholastic Aptitude Test - Marengo-Liberty

12 - Scholastic Aptitude Test - Orleans High School

Differential Aptitude Test - Salem Community School Corporation

American College Test - Seymour Community Schools
College Entrance Exam - Seymour Community Schools
OAIS - Seymour Community Schools

Scholastic Aptitude Test - Paoli Community Schools
American College Test - Paoli Community Schools

Auto Mech. - M.S.D. Vernon Twp.
Scholastic Aptitude Test - M.S.D. Vernon Twp.
General Aptitude Test Battery - M.S.D. Vernon Twp.

California Mental Maturity - Springs Valley Community Schools
Scholastic Aptitude Test - Springs Valley Community Schools

Scholastic Aptitude Test - Corydon Central
American College Test - Corydon Central

General Aptitude Test Battery - North Central High School

Otis Gamma - Carr Twp. (Medora)
Airman's Qual. Exam - Carr Twp. (Medora)
General Aptitude Test Battery - Carr Twp. (Medora)

Scholastic Aptitude Test - Milltown-Whiskey Run Twp.
Kuder Aptitude Test - Milltown-Whiskey Run Twp.

Scholastic Aptitude Test - Cannelton School City
College Entrance Exam Board Achievement Test - Cannelton School City

Scholastic Aptitude Test - Marengo-Liberty

Section III

Tally

1. 1111111 = 7
2. 1111 = 4
3. 11111111 = 8
4. 11 = 2
5. 11111 = 5
6. 1111 = 4
7. 1111111 = 7

Section IV (Part B) Tally

	Yes	No
1.	1111111111 = 10	111 = 3
2.	111111111 = 9	111 = 3
3.	11111111111 = 11	1 = 1
4.	111111111111 = 12	
5.	1111111 = 7	111 = 3

Indicate Rank

1. 3, 3, 3, 1, 1
2. 4, 1, 4, 4, 3, 5
3. 1, 1, 2, 2, 2
4. 2, 2, 2, 1, 4, 4
5. 5, 3, 5, 5, 3

Suggested Improvements

1. Test used, scope, appropriateness 7
2. Coordination and management 4
3. Facilities, administration, scoring 8
4. Availability of results 2

5. Assistance with interpretation - Teachers 5

6. Interpretation o indi idual pupils 4

7. Opportunities for in-ser'ice staff growth 7

Organization and Administration

		Yes	No
1.	Would you be interested in in service opportunities for those who administer, score, and interpret tests?	10	3
2.	Would you be interested in in-service opportunities for teachers for improvement of teacher-made classroom tests?	9	3
3.	Would you be interested in quantity purchase and central supply of test booklets, manuals, answer sheets, etc?	11	1
4.	Would you want the provision for a scoring service providing national, state, and local norms?	12	
5.	Would you want a provision for an extensive institute and workshop experience for the testing coordinator from your school?	7	3